



Jeffery S. Haase, Superintendent

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## [Dix Street Elementary Annual Education Report for 2020-21](#)

February 11, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for Dix Street Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Mark VanderKlok, principal, for assistance.

The AER is available for you to review electronically by visiting the following link: [2020-21 Dix Street Elementary AER](#), or you may review a copy in the main office at your child's school.

For the 2020-21 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Dix Street Elementary was not given one of these labels.

The 2020-21 school year continued to be unique with the pandemic still creating challenges throughout the school year. Some things did not change, such as our focus on literacy and math, our dedication to research-based programs within our intervention protocols, rigorous professional development in literacy instruction and intervention, and our focus on educating the whole child including social-emotional wellbeing and co-curricular programming. School attendance continued to be a challenge for some families due to quarantine times. Building and district initiatives, such as improving our RTI systems and keeping a dedicated focus on the tenets of Capturing Kids Hearts are also a source of frustration in the face of the daily social, emotional, and educational needs of the students. The building was in an every other day hybrid model for students until March. This caused challenges for student accountability and mastery of grade level standards and expectations before the end of the year.

### **State law requires that we also report additional information.**

#### **Process for assigning pupils to the school**

Elementary students are assigned to one of three school buildings based on geographical boundaries, which are modified from time to time, to fully utilize the district's teaching and facility resources. We try as much as

possible to keep class sizes balanced. It is sometimes necessary to transfer some students from one attendance area to another. We attempt to assign Schools of Choice students to the closest building geographically, but it is first dependent upon availability.

### **The status of the 3-5 year school improvement plan**

#### **MATH**

Dix Street's School Improvement Goals for Math seek high levels of math learning using RTI to meet students' individual needs. Delta math screeners inform intervention for students who have yet to master the readiness standards. Title 1 tutors, classroom teachers, and special educators will be consistently intervening with the identified students. K-2 and 3-5 common intervention time has been used to better utilize resources to serve all students for intervention and enrichment. Essential Learning Targets, curriculum maps/pacing guides, common unit assessments and lessons are used by grade-level teams to create consistency and give the PLCs the data necessary to make pedagogical and programming decisions. This data will also be used to target interventions for students who need more time to master the essential math skills. Staff has completed maps of the essential standards in each Math unit, developed pacing guides, and created common formative assessments to inform teaching and intervention.

#### **READING**

Dix Street Elementary utilizes Fountas and Pinnell Benchmarking Assessments to diagnose individual student's needs and identify next steps for instruction, goal setting, and intervention. Reading running record assessments are used to monitor progress, diagnose reading problems and tailor interventions to address reading issues. Reading Professional Development is focused on implementing a workshop model for English Language Arts instruction. These teaching, learning and assessment resources are subject to ongoing evaluation in light of resources, teacher mastery of the reading workshop, and The Units of Study for Teaching Reading. The workshop structure allows for individualized, differentiated instruction focused on each individual student's needs. Moreover, at the lower elementary, grades K-2, dedicated reading intervention time is used to better serve all students. Grades 3-5 have dedicated time for reading intervention throughout the day with assistance from the Title 1 tutors and special education teachers and paraprofessionals.

Tier I reading instruction includes Lucy Caulkins Units of Study for Teaching Reading, K-5; Units of Study in Phonics, K-2; Guided Reading, 2nd – 5th; Literature Circles, 3rd – 5th grade. PLCs continue to analyze data to make pedagogical and programming decisions as well as to inform individualized interventions for students.

#### **WRITING**

The K-5 Literacy PLC is beginning the process of identifying Essential Learning Targets for writing, using the Write Steps as the main teaching resource. As we move to a workshop model for Reading, the need to integrate writing into the workshop has become apparent. Several K-5 teachers continued to pilot Lucy Caulkins' Writer's Workshop during the 2020-21 year as we began the process of improving our writing program.

#### **SOCIAL STUDIES**

The K-5 Social Studies PLC continued to identify Essential Learning Targets and creating common assessments. Concurrently, each grade level worked to implement TCI and Social Studies ALIVE! curricula. This was the 3rd year in the three year RTI-plan process for Social Studies. Due to the pandemic, additional time has been added to complete the RTI-plan process for Social Studies.

## **SCIENCE**

The K-5 Science PLC began identifying Essential Learning Targets and creating common assessments. The Battle Creek Science Kits are transitioning to the Cereal City Science Kits in light of the Next Generation Science Standards. This was the 4th year in the three year RTI-plan process for Science. Due to the pandemic, additional time has been added to complete the RTI-plan process for Science.

### **A brief description of each specialized school**

Programs and services located in the Otsego Public Schools include:

- Early Childhood Special Education - a special education classroom designed to provide preschool aged students with disabilities services to prepare them for Kindergarten.
- Hearing and Visual Consultant Services - specialists in the areas of hearing and visual impairments work with students in our local schools to support them in the general education classroom.
- Social Work, Speech Pathology and Occupational Therapy services are available to all students.
- Autism Spectrum Disorder Consultant Services - specialists in the area of Autism Spectrum Disorder work with both students and teachers in our local schools to support their success in the educational environment.
- Walk in services and small group learning opportunities for students with disabilities ages 3 - 5 who qualify.
- Level 3 Programs - these programs are designed to provide educational and functional services to students specifically in the area of Autism who need more intensive communication, sensory, independence, and behavior support both in the classroom and in life.
- Level 2 Programs - these programs are designed to provide educational services to students with disabilities who need more intensive learning support both in the classroom and in life.
- Level 1 Programs - these services are designed to provide students with disabilities academic and social support within the general education classroom and curriculum.

In addition to the programs and services provided locally in the Otsego Public Schools, students with special needs also attend specialized county programs at the Hillside Learning and Behavior Center. Hillside's West campus houses programs for students with severe cognitive, physical, and neurologic impairments. Hillside's East campus houses programs for students with severe emotional and behavioral impairments.

### **Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model**

As mandated by the State of Michigan, Otsego Public Schools has developed a core curriculum at all school levels. Outcomes to be achieved by all students have been defined based upon the district's educational mission, student performance objectives, Common Core State Standards, the Michigan Grade Level Content expectations and the Michigan High School Content Expectations. Common Core State Standards are used in K-12 for English Language Arts and Math. GLCES are followed for all other subjects in K-8 and HSCES for all other subjects 9-12. Common Core State Standards and [curriculum maps, K-12](#) are available online on the

Curriculum and Instruction Webpage. For more information, please contact Heather Kortlandt, Director of Instruction at 269-694-7904.

## **The aggregate student achievement results for any local competency tests or nationally normed achievement tests**

### **2020 MATH**

#### **End of year Delta Math Screener Data:**

- Kindergarten: 89% at or above 70% on 1st grade readiness standards
- 1st grade: 88% at or above 70% on 1st grade readiness standards
- 2nd grade: 100% at or above 70% on 1st grade readiness standards
- 3rd grade: 87% at or above 70% on 1st grade readiness standards
- 4th grade: 85% at or above 70% on 1st grade readiness standards
- 5th grade: 94% at or above 70% on 1st grade readiness standards

### **2020 READING**

#### **End of year Fountas & Pinnell Benchmark data**

- Kindergarten: 86.1% at benchmark
- 1st grade: 64.3% at benchmark
- 2nd grade: 65% at benchmark
- 3rd grade: 27.3% at benchmark
- 4th grade: 76.3% at benchmark
- 5th grade: 83.3% at benchmark

#### **End of year Instructional Reading Level (STAR/Early STAR Reading Assessment):**

- Kindergarten: 70.3% of Students tested above grade level in reading
- 1st grade: 69% of Students tested above grade level in reading
- 2nd grade: 67.4% of Students tested above grade level in reading
- 3rd grade: 54.5% of Students tested above grade level in reading
- 4th grade: 78.9% of Students tested above grade level in reading
- 5th grade: 75% of Students tested above grade level in reading

Identify the number and percent of students represented by parents at parent-teacher conferences

#### **2020-21 School Year**

- 74% of families were represented at the orientation in August 2020
- 71% of families were represented at the Open House in September 2020
- 92% of students had a parent/guardian attend conferences in the fall of 2020
- 95% of students had a parent/guardian attend conferences in the spring of 2021

#### **2019-20**

- 77% of families were represented at the orientation in August 2019
- 72% of families were represented at the Open House in September 2019
- 91% of students had a parent/guardian attend conferences in the fall of 2019
- 94% of students had a parent/guardian attend conferences in the spring of 2020

We are very proud of all we do and offer at Dix Street Elementary. We have a dedicated staff of 23 certified teachers, a School Social Worker and several tutors and paraprofessionals who help our 332 students learn to their full potential. We are always looking at ways to improve student achievement on the individual student level and look forward to another great year ahead.

Sincerely,

Mark VanderKlok  
Dix Street Elementary Principal

***Points of Pride 2020-2021***

- The Dix Street staff conducted “Card Capers” for Hospice at Christmas.
- The PTO sponsored several school-wide contests and teacher appreciation events.
- 40 fifth-graders were awarded the President’s Award for Academic Excellence and two fifth-graders were awarded the President’s Award for Academic Achievement.
- Students read over 50,000 minutes and earned more than 2,200 Accelerated Reader points for March is Reading Month while focusing on the “At home and at school, show your P.R.I.D.E. in all you do” theme.
- Our Media Center hosted a Scholastic Book Fair earning the school more than \$3,500.00 towards the purchase of new books.
- Mr. Michael Pavona, School Social Worker, trained twelve 5th grade and twelve 4th grade students who volunteered their free time to work on the playground as Conflict Managers. These students assist with Mileage Club and help younger students solve social problems.
- Continued collecting clothing for the Otsego clothes closet and winter wear programs.
- 130 students participated in the American Heart Association’s Kid’s Heart Challenge event and raised more than \$11,000.
- Rtl books available for checkout. The Dix Street professional library continues to expand with professional literature focused on building and district initiatives.
- Dix Street Literacy Initiative gave every student books to take home before summer vacation. More than 700 books were given away!
- Delayed Start Wednesdays: 28 delayed starts focused on Reading Workshop and Literacy Professional Development as well as PLC time for collaboration, data analysis, and curriculum evaluation.
- We honored 63 students with student of the month for their academic achievement and character.
- Pride tickets were given in individual classrooms to honor students for their continued success.
- 5th grade students participated in 5th grade graduation where they were honored for their success during their elementary years.
- Field trips were regularly taken to the public library and post office.
- Links program where general education students are paired with special education students continued.